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Globally, many medical students now aspire to pursue a career in dermatology. The United Kingdom (UK) is no exception - according to Health Education England, in 2017, dermatology was the most competitive specialty in terms of obtaining a national training number.¹ As a consequence, medical undergraduates are thinking ahead and looking for ways to become involved in the specialty, as early as the first few years of their degree.

Medical students have unique needs in the context of dermatology. They are relatively new to a specialty that has been historically underrepresented and not taught nor assessed uniformly within the undergraduate curriculum.²⁻⁴ There is a positive correlation between exposure to dermatology as a medical student and self-confidence in managing skin conditions as a junior doctor.⁵ Increasing recognition from the British Association of Dermatologists has led to publication of dermatology learning outcomes for medical students.⁶ As well as gaining valuable clinical experience in dermatology, students seek opportunities to enhance their CVs and wish to contribute to publication-worthy dermatology articles.

To bridge the gap between medical student needs and limited opportunities to publish in dermatology, the *BJD* appointed its first Medical Student Editor in 2017. A second student joined the team in 2018. The posts are two years in length, allowing the second year post holder to guide the first year, providing near-peer mentorship. Working alongside two *BJD* Editorial Trainees and the wider editorial team, their role is varied, including contributing to the *BJD* Journal Club, Image Gallery and the journal's social media presence.

Every *BJD* original article first author is now asked to produce a set of journal club slides.⁷ Medical Student Editors are involved in reviewing the slides before publication to ensure high quality presentations. These slides can then be accessed by *BJD* users. Many medical schools have their own 'DermSoc' for undergraduates. Critical appraisal is a key skill for every doctor and DermSoc journal clubs using *BJD* slides are intended to develop this skill at an undergraduate as well as postgraduate level. This initiative also adds value for authors, whose research is more likely to be widely discussed and cited. Looking forward, the aim is for *BJD* journal club slides to become an essential resource for dermatology journal clubs worldwide.

BJD Medical Student Editors also review submissions to the *BJD*'s Image Gallery, refining captions and ensuring that they accurately and concisely describe the clinical case or research image. Recently, Image Gallery submissions have become interactive by posting on Figure1 (Twitter: @figure1).⁸ Intended for healthcare professionals, medical students included, Figure1 provides a web-based platform to disseminate clinical cases and promote discussion via a linked, moderated forum that adds educational value to the cases. Recent Image Gallery Figure1 posts have received more than 35,000 views each.

Along with their peer group, *BJD* Medical Student Editors have grown up in the digital age; they are adept in the use of social media and play an important role in expanding this facet of the journal's activity. The *BJD* regularly shares content via Facebook and Twitter (@BrJDermatol) and recently launched its own YouTube Channel (British Journal of Dermatology).⁹ Over 140

uploads of author videos are now available on both the *BJD* YouTube channel and the new *BJD* website (<https://www.bjdonline.com>).

As part of the *BJD* Student Editor role, training in critical appraisal is provided by the Centre of Evidence Based Dermatology, University of Nottingham, in particular from Dr Karen Harman and Prof Kim Thomas. Student Editors attend the *BJD* Editorial Team Training Day, actively contributing to journal development. They also attend the subsequent Annual Meeting of the British Association of Dermatologists, live-tweeting from the event.

Creation of *BJD* Medical Student Editor posts is part of the journal's commitment to reach out to all of its key stakeholders. The posts ensure representation for the next generation of dermatologists and contribute to their training. The role has proven beneficial to both parties. It offers insight into the world of medical publishing and a chance for post holders to enhance their skills in academic writing, critical appraisal, publication ethics and social media. The journal gains from the insight provided by the Student Editors into how to connect with the dermatologists of the future, including the added dimension of social media.

Reflecting the *BJD*'s global reach, the UK-based undergraduate Medical Student Editors and postgraduate Editorial Trainees will be joined by postgraduate *BJD* trainees from across the globe. A total of six will be appointed, spread across the continents, and by the time you read this Editorial, the first three will be in post.

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